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ABSTRACT

Attention to school libraries must be at the heart of any comprehensive plan for improving youth literacy. Excellent school libraries are essential if young people are to have access to the reading resources to help them gain the level of literacy achievement vital to meeting the challenge of the twenty-first century. Sections of the booklet discuss facing the challenge of the twenty-first century; the role of school libraries; the "sad state" of school libraries in Indiana; how much should be spent on books for middle grades school libraries; how long it will take to rebuild school library book collections; what needs to be done now to make a commitment to school libraries; and school libraries and young Hoosiers. Contains eight references and the Reading Bill of Rights for Indiana's Young Adolescents. Appendixes present a library books inventory form, a chart indicating library inventory by copyright date, a library endowment plan, and a form for a library media center monthly report. (RS)

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Current, Interesting, and Attractive School Library Book Collections Are Essential for Healthy Middle Grades Reading Programs

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Indiana: Facing the Challenge of the Twenty-First Century

NAFTA, GATT, global trade, information highway, and research parks—these are terms we hear frequently today in the news. They point to the emerging era of commerce and economic development of the twenty-first century. This is an era that will be vastly different from the industrial and agricultural world of the earlier part of the twentieth century, when factory jobs were plentiful and farming was a family affair. Even in the last decade of the twentieth century, these conditions are no longer present. Indiana, like many other places, is feeling the change.

The beckoning economic era is global, rather than national, in scope. It requires a highly skilled work force, with individuals possessing the flexibility to train and retrain many times over the course of their lives. Gathering and processing information are vital skills in this world, as computers and their accompanying electronic forms—E-mail, CD-ROM, and databanks—become essential tools for negotiating the world. This is a work world requiring very literate workers.

Not all of the changes of this new era are restricted to business; civic life, too, is affected. To participate fully in a modern democracy, citizens need broad literacy and communication skills. Politics today are more global; at the same time, they are more local. Televised town hall meetings, E-mail, and other forms of media put us in closer touch with politicians and issues. On the other hand, because of the complex manner in which politics, economics, and culture are now intertwined, local events may have unexpected ramifications on what were once considered foreign issues. Again, a literate citizenry will be essential if informed democratic decisions are to be reached.

Indiana's young adolescents—at the crossroads of their lives between childhood and adulthood and at the crossroads between two eras, a nationalized industrial/agricultural economy and a global transnational economy—face particularly great challenges. Their future lies in a world that is only now coming into focus, and their past lies in a world that is quickly fading from focus. They, and their parents, are caught in the middle, often unsure of how best to proceed.

If they are lucky, during these years young adolescents will read broadly and deeply . . . .

These middle years are critical in many ways. It is a time when young people make important life decisions that will open or close future doors. It is also an important period in the development of reading skills that will help them in transition to future opportunities. If they are lucky, during these years young adolescents will read broadly and deeply, learning to use reading as a tool for gathering information, making decisions, and exploring new areas of

knowledge. We hope they will also come to see reading as pleasurable, exciting, and meaningful. It is during these years that lifelong reading habits are formed—or not formed, as the case may be.

How will Indiana face the challenge of the twenty-first century? Whatever paths the state pursues, it is clear that high levels of literacy will be essential for future Hoosiers. This literacy achievement cannot be attained without the foundation for literacy provided by excellent school libraries.

Reading Is Critical: The Role of School Libraries

Developing strong, competent, independent readers is really a very simple thing if you remember one adage: the more you read, the better you read. The Center for the Study of Reading at the University of Illinois finds that:

> *Independent silent reading is one of the most important activities for the reading development of students of all ages. Research shows that students who do a lot of reading "on their own" become better readers because independent reading:*
>
> - *enhances their reading comprehension;*
> - *provides them with a wide range of background knowledge;*
> - *accounts for one-third or more of their vocabulary growth; and*
> - *promotes reading as a* lifelong activity. *(p. 1)*

In addition to increased comprehension and vocabulary, there is also strong evidence that independent reading improves writing style, spelling, and grammatical development (Krashen, 1993).

Surprisingly, although television is often blamed for the lack of interest in reading among young people today, Krashen reports that "the culprit seems to be the absence of good books" (Krashen, 1993, p. 83). Access to books is essential if young people are to engage in independent reading, as well as in the reading necessary for their school studies.

Access to books is a broad, encompassing concept. It means that young people must have reading materials available to them in number and variety. Books, magazines, and other materials should be up-to-date and appealing in their format and in the way they are displayed. Young people need encouragement to select materials that are challenging and about topics with which they may be unfamiliar as well as those that are at comfortable reading levels and about familiar topics.

There is overwhelming evidence that school libraries make a difference in providing young people with access to books. And the better the school library, the better the results for young people's reading

achievement. School libraries which have larger, quality collections; which are available to students more hours; which provide comfortable and relaxing reading environments; and which are staffed with qualified school librarians produce students with higher reading achievement (Krashen, 1993). "The closest correlation to high scores on college entrance exams is not per-pupil expenditure for instruction, teachers' salaries, or textbooks. Instead, by a wide margin, it is the local tax dollars spent per pupil on library media centers" (*New Jersey School Board Association Newsletter* quoting William Bainbridge, School Match President, March 21, 1995).

Excellent school libraries are essential if we are to ensure that all young people have access to the reading resources that will help them to gain the level of literacy achievement vital to meeting the challenge of the twenty-first century. While we wish that they would also find books and encouragement for independent reading in their classrooms, in after-school programs, and at home, we cannot be sure that these other sites will do the job. The one place charged with this mission is the school library, and this is where we should focus our attention. *Attention to school libraries must be at the heart of any comprehensive plan for improving youth literacy.*

The Sad State of School Libraries in Indiana

In 1994 the *Indiana Media Journal* published a study of school library media programs that was conducted by the Association for Indiana Media Educators (AIME). Their findings should sound an alarm. This report states that in Indiana, the per pupil investment in the library media center is "5 to 8 years behind the national average" (Callison & Knuth, 1994, p. 109). The Indiana State Reading Association concurs. It reports that Indiana's school libraries are underfunded, only purchasing a quarter of the books they need to keep their collections current ("Indiana State Reading Association Resolution to Increase Funding for Books," 1994). AIME recommends that school libraries purchase *two* books per pupil per year if collections are to be adequately sustained, and *three* books per pupil per year if collections are to grow to meet independent reading and curricular needs.

Junior high school collections in Indiana rank twenty-seventh nationally. The AIME study found that there was "no growth in junior high school book collections and even a decline in the book collections in senior

high schools" (Callison & Knuth, 1994, p. 134). While we engage in rhetoric about school reform, our middle grades library collections decline, even though we have clear evidence that the size of a school library's staff and collection is the best school predictor of academic achievement (Lance, Welborn, & Hamilton-Pennell, 1992).

School library collections are not only failing to grow, they are also aging. This is a serious problem for nonfiction book collections. In Indiana's junior high schools, 58 percent of the nonfiction titles are over 15 years old, and of those, 30 percent have copyright dates that are 25 years or more old. Copyright dates of 1970 or earlier would disqualify most books for classroom use. For middle school students studying contemporary social or science issues, this is a serious problem. In such dated texts, they will find no references to eye, heart, or lung transplants, pocket calculators, or the end of apartheid in South Africa, not to mention the fall of the Soviet Union. In fact, Nixon, our President in 1970, will not have visited China yet (Callison & Knuth, 1994).

Poor school library collections not only deny young adolescents knowledge of the world, they also deny them critical information needed to make career choices. The Indiana Workforce Legislation mandates that all students in grades 1 through 12 receive career awareness instruction, but our school libraries are not adequate for the task. The many out-of-date volumes on the shelves of middle school libraries can be counted on to present restricted career options for women (secretary, nurse, or teacher) and may fail to provide depictions of a multicultural work force. Many of the occupations that young people should be considering today were not even in existence in 1970.

There are several reasons why school libraries in Indiana are not being funded at the necessary level. One is that while school library budgets increased little between 1980 and 1990, the cost of books doubled. Out of these same budgets, school libraries must now also eke out the cost of such large ticket items as computers, CD-ROMs, and VCRs (Humphrey, 1990).

Hoosiers have also failed to value school libraries. Although Indiana has only 2 percent of the nation's population, it has 18 of the 20 largest high school gymnasiums in the country (Hoose, 1986). Not only gyms but also computer resources receive more support than school libraries. In 1994 one Indiana school corporation, with less than 1 percent of the state's students, announced it would spend $24 million to improve computer resources in its schools. In 1994 the entire state of Indiana spent only $7 million on library books for the 1,907 schools (964,352 students) in the state. The primary reason that gyms and computers receive funding, when school libraries do not, is the Capital Projects Fund. This critical source of school revenue *cannot* be spent on books.

With Hoosier school library book collections in such dilapidated condition, the special efforts of teachers and librarians to promote student reading often go for naught. For instance, the Indiana State Department of Education annually distributes a list of ten excellent Read-Aloud titles appropriate for use with middle grades students. Unfortunately, Indiana schools serving young adolescents possess, on the average, only 3.4 of these titles. Few schools possess over half of the recommended titles. The Young Hoosier Book Award Program presents a similar problem. For this award, students read 20 nominated titles and vote for their favorites. However, the average number of Young Hoosier Book Award titles available in middle grades school libraries is again low at 13.3. This is upsetting news, because the Read-Aloud titles and the Young Hoosier Book Award titles represent the best new trade books of the year. In other words, no matter how hard dedicated teachers and librarians promote good reading choices, if the materials are not there, young people cannot read them.

Part of the reason that school libraries are overlooked in district plans is that they are "invisible." Although the improvement of school libraries is critical to any systemic reform effort, libraries have never driven a reform effort. Focused as we have been on improving school management, achievement, curriculum, specific disciplinary approaches, and the like, we have not clearly stated the link to the school library. As a result, we have not studied the quality and functioning of school libraries as we have other issues. At school and district levels, administrators are often not aware of the library's needs, nor do they have a plan to address them.

To build excellent school libraries, we must purchase at least two books per pupil per year.

An exciting contrast to this dismal picture is that offered by Maconaquah School Corporation just north of Kokomo. There, after studying school library conditions, they

learned, to their surprise, that "in this corporation of 2,000 students, only 19.4 percent of the library books are current and only slightly above one-fourth book per student per year is being purchased" (Holland, 1995, p. 1). As a result, the school board created a library update plan, voting to spend $450,000 to implement it. While $450,000 may initially seem like a high price tag to many districts, it may actually be little compared to social costs if young people do not have access to better school libraries. The Maconaquah example foreshadows the work that lies ahead for schools, districts, and communities. (See appendixes for inventory forms, plans, and usage report developed by the Maconaquah School Corporation to increase acquisition and circulation of books.)

If we are to prepare Indiana's young people with the literacy skills they need to pursue their future optimistically, we need school libraries that have excellent fiction and nonfiction collections. There is no substitute for books. Without access to books, reading achievement suffers. Starving school libraries is, in the long run, only robbing Peter to pay Paul. To build excellent school libraries, we must purchase at least two books per pupil per year. At this rate, we will have current book collections in ten years.

In addition to the collections, good school libraries must be staffed by professional school librarians familiar with the books young people like and trained in ways of introducing young adolescents to reading material. Masters of information systems, school librarians must also be knowledgeable in assisting young people to learn how to use the resources of the library. Also important are the clerical staff who assist school librarians in the multitude of duties required to keep a school library functioning smoothly so that it can serve young people.

School libraries should be the heart of a school's life. They provide support for every area of the curriculum. They are a resource to students and faculty alike. School librarians should be in close contact with their colleagues at the local public library, connecting these two resources to better help young people.

Improving Indiana's school libraries requires knowledge and commitment. Schools need to study their library services and design plans for the future. Adequate monetary support for the plan needs to be allocated, whether that comes from district, state, federal, or private funds.

How Much Should We Spend on Books for Middle Grades School Libraries?

The average copyright date of books in Indiana middle grades school libraries is somewhere in the 1960s. This means that half of the books were written during or before the 1960s. You can check your library by pulling out ten books at random, adding up the copyright dates, and dividing by ten. Chances are, most of the books you selected were written at least twenty-five years ago.

Compare these old books with the nonprint media that we surround our students with at home, in the community, and at school. In a world with new VCRs and TV sets, with new movies and television programs, and with old books, you do not have to guess what is most attractive to young adolescents. We need to provide new books just as we provide new computers, VCRs, and TVs.

How much should we spend on books for our libraries? The recommended number is two books per student per year. At the present time, Indiana schools are buying one-half book per student per year, which results in 75 percent of the school library book collection being more than ten years old. Yet, it is common knowledge among librarians that books that are ten years old or more, that have not been checked out in the past year, and that are not of lasting quality should be removed from the collection.

Here are some examples of what is now being spent each year in Indiana middle grades schools based on one-half book per student and what we should spend each year based on two books per student. According to *The Bowker Annual*, the average cost of a hardback book is $17.64.

Number of Students	400	500	600	700	800	900
Present Number of New Books Purchased Annually	200	250	300	350	400	450
Present Annual Expenditure for Books	$3,528	$4,410	$5,292	$6,174	$7,056	$7,938
Recommended Number of Books to Be Purchased Annually	800	1,000	1,200	1,400	1,600	1,800
Recommended Annual Expenditure for Books	$14,112	$17,640	$21,168	$24,696	$28,224	$31,752

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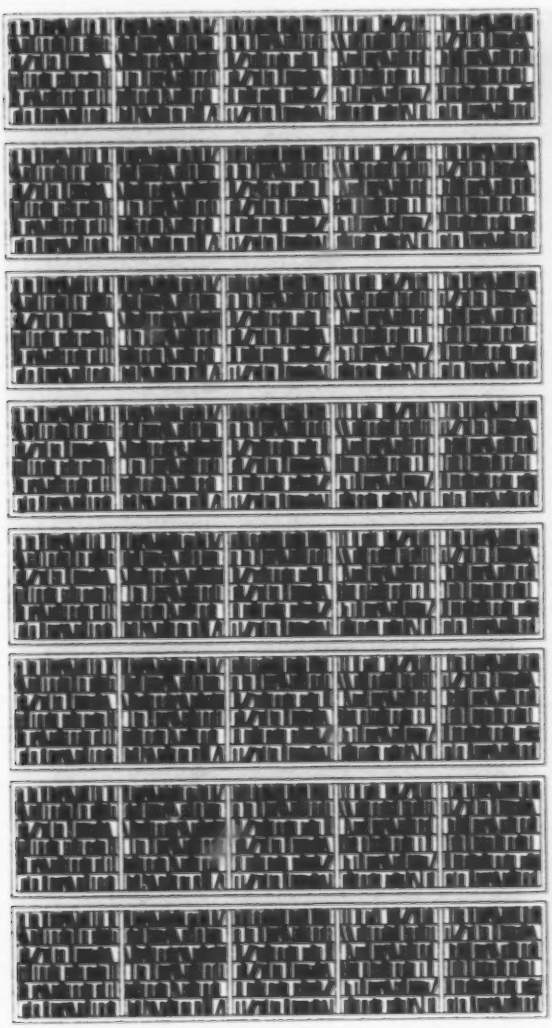
How Long Will It Take to Rebuild School Library Book Collections?

When we purchase only one-half book per student per year in a middle grades school of 500 students that has a library collection of 10,000 books, we add only 250 books, or one-fortieth of the original collection, each year. Over a ten-year period, 2,500 books, or one-fourth, are replaced leaving 7,500 books that are over ten years old, many of which are no longer of use to students. But if we purchase two books per student per year, in ten years the book collection will be current.

We often seek short-term solutions to important problems. We seem to have resources for new and glitzy items but neglect

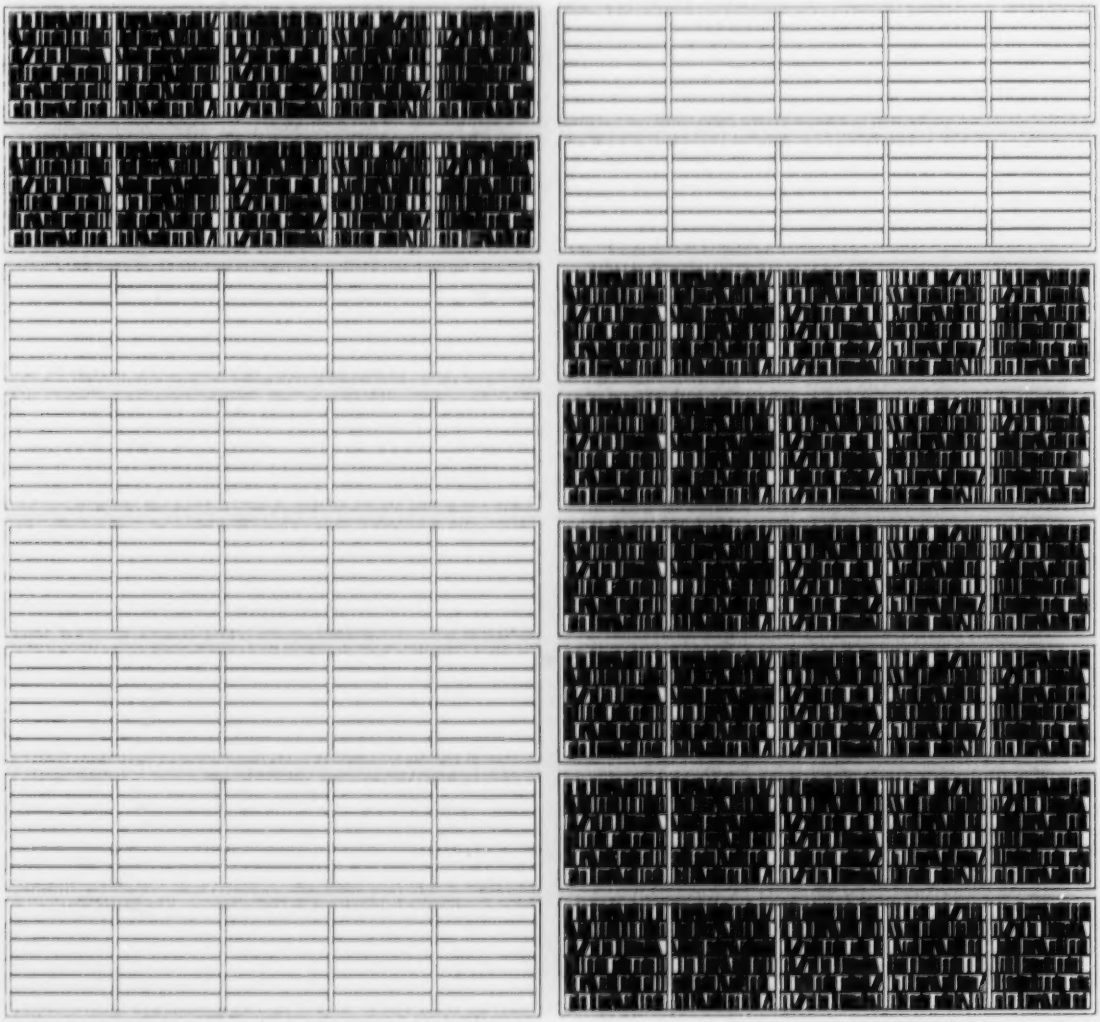


This represents a school library collection of 10,000 books. There are 40 sections; each section has 250 books.

When we purchase one-half book per student per year, a school with 500 students adds 250 books per year, or one-fortieth of the collection.

important but less newsworthy areas such as book collections. This lack of will concerning access to books has resulted in a serious problem that needs not only immediate resources but also support year after year.

What needs to be done? We need to inventory our present school library book collections to have proof that the books that we provide to our students are inadequate. Then we need to discard large numbers of books that are of no use to students. Sources for money for new books include Parent-Teacher Association gifts, community gifts, and categorical funds for such programs as at-risk or drug education. However, most of the money for new books should come from the general fund. After all, what better use is there of money for schools than to provide access to useful and interesting books?



In ten years, the collection would have added 2,500 books, or 25 percent of the books.

Therefore, 75 percent of the books were not added in the past ten years. Books that are over ten years old, that have not been checked out by students in the past year, and that are not considered to be of lasting quality should be removed from the collection.

If We Provide New Books, Will Students Read Them?

Is it true that middle grades students do not care to read? Are the students the problem? If school libraries are stocked with new books, will the students ignore them?

The Lilly Endowment Inc. funded two projects administered by the Indiana Department of Education—Reading Excitement and Paperbacks and Books for Rural Youth Access. These projects provided new books for a large number of middle grades school libraries.

"Our circulation more than doubled." Elaine Stephenson, Crawford County Junior-Senior High School, Marengo.

"Last year's checkout exceeded the previous year by 3,000 books. Checking out and reading books from the library now seems to be the COOL thing to do, even for the boys." Deborah Duke, Randolph Southern Junior-Senior High School, Lynn.

"The infusion into the collection of a large number of attractive, new books increased circulation approximately 15-20 percent when the new books were made available." Ann Abel, Maple Crest School, Kokomo.

"Our circulation jumped from **1,834** in September and October in 1992 to **2,815** during the same period in 1993." Jo Ellen Pendel, Northside Middle School, Muncie.

"August through November 15 circulation jumped from 4,895 in 1991 to 6,449 in 1993." Eden Kuhlenschmidt, River Valley Middle School, Jeffersonville.

"The enthusiasm generated by these beautiful new books has been remarkable. Students are excited about reading and eager to get their hands on favorite books. Our nonfiction circulation in October 1992 was 497 and in October 1993 was 658. Our fiction circulation in October 1992 was 695, and this increased to 968 in 1993." Virginia Michel, Navarre Middle School, South Bend.

"Circulation statistics have increased by over 346 percent due to giving 12- to 14-year-olds the material they want to read." Patricia Miller, Krueger Junior High School, Michigan City.

"The impact of the books on student participation and attitude was remarkably positive and enthusiastic. Our circulation doubled!" Dianne Murray, Shakamak Junior-Senior High School, Jasonville.

"The new books have made an astounding impact on our circulation." Peg Hunt, River Forest Junior-Senior High School, Hobart.

"Our quarterly book circulation was 1,385 in 1983. By 1991, it had dropped to 548. After the new books arrived, the circulation zoomed up to 1,543. Without a doubt, it has proven that putting books in the hands of students causes them to read." Dick Ramey, Attica Junior-Senior High School, Attica.

Making a Commitment to School Libraries: What We Must Do Now

The Middle Grades Reading Network's Stakeholder group drafted an action plan for the state of Indiana. In that plan, *Becoming a Community of Readers: A Blueprint for Indiana* (1995), they argue for five important actions that would vastly improve school libraries.

1. **The state should provide categorical funds for books.**
2. **The state should allow and encourage the use of the Capital Projects Fund to purchase books.**
3. **School libraries should purchase two books per student per year.**
4. **Performance-Based Accreditation should include school library staffing, book acquisition rate, and circulation of library materials.**
5. **The Indiana Department of Education should collect and disseminate information about per-student school library book acquisition rates and circulation rates.**

These actions would do several critical things. First, they make funds available for the purchase of books. Second, they provide collection acquisition standards for schools. Third, they make library quality and performance part of the criteria by which we judge a school's excellence. Taken together, these form a powerful package that has the potential for having great impact on improving Indiana's educational performance.

In 1995 the Indiana State Legislature, through HEA 1646, directed the Indiana State Board of Education to adopt rules concerning the establishment and maintenance of standards and guidelines for school libraries. We trust that the Stakeholders' actions will be incorporated in the new standards and guidelines.

School Libraries and Young Hoosiers

In a few short years, today's young adolescents will be entering the world as adults—taking up jobs, starting families, and voting about important community issues. The world in which they and their children make their way will differ in many significant ways from the world in which their parents and grandparents worked and raised their families. Participating in this new era of transnational economies and electronic communication will require strong reading achievement.

The middle grades are a critical time in young people's reading development. During these years they not only improve their skill in reading, but they should also acquire the habit of reading that will stay with them throughout their lives.

Excellent school libraries and the promise they offer for access to books are crucial if Indiana's young people are to meet the challenges of the future successfully.

Reading Bill of Rights for Indiana's Young Adolescents

All young adolescents in Indiana need access to the kinds of reading opportunities that will allow them to grow up to be successful members of a literate community. It is the responsibility of the entire community to offer support for providing these opportunities. Our ultimate goal is the creation of **Communities of Readers** where each young adolescent will be able to fulfill his or her potential as a reader.

To that end, we believe that Indiana's young adolescents deserve:

1. **Access to Books** *Access to current, appealing, high-interest, and useful books and other reading materials in their classrooms, homes, public and school libraries, and other locations within the community.*

2. **Encouragement to Value Reading** *Schools that feature an environment where reading is valued, promoted, and encouraged.*

3. **Time to Read** *Dedicated time during the school day to read for a variety of purposes—for pleasure, information, and exploration.*

4. **Skilled Reading Leaders** *Teachers and school librarians who continually seek to renew their skills and excitement in sharing reading with young people through participation in diverse professional development activities.*

5. **Public Library Support** *Public libraries that provide services specifically designed to engage young people's interest in reading.*

6. **Community Agency Support** *Community-based programs that encourage them in all aspects of their reading development.*

7. **Family Support** *Opportunities for reading at home and support from schools, public libraries, and community agencies to families with young adolescents to encourage family reading activities.*

8. **Reading Role Models** *Communities of Readers in which all adults—in school, at home, and across the community—serve as role models and provide guidance to ensure that reading is a priority in young people's lives.*

By strengthening and bringing together these eight components, we believe that we can make Indiana a **Community of Readers** in which young adolescents will thrive. Indeed, it is only in such an environment that young people will have the opportunities to become prepared to meet the challenges of the future.

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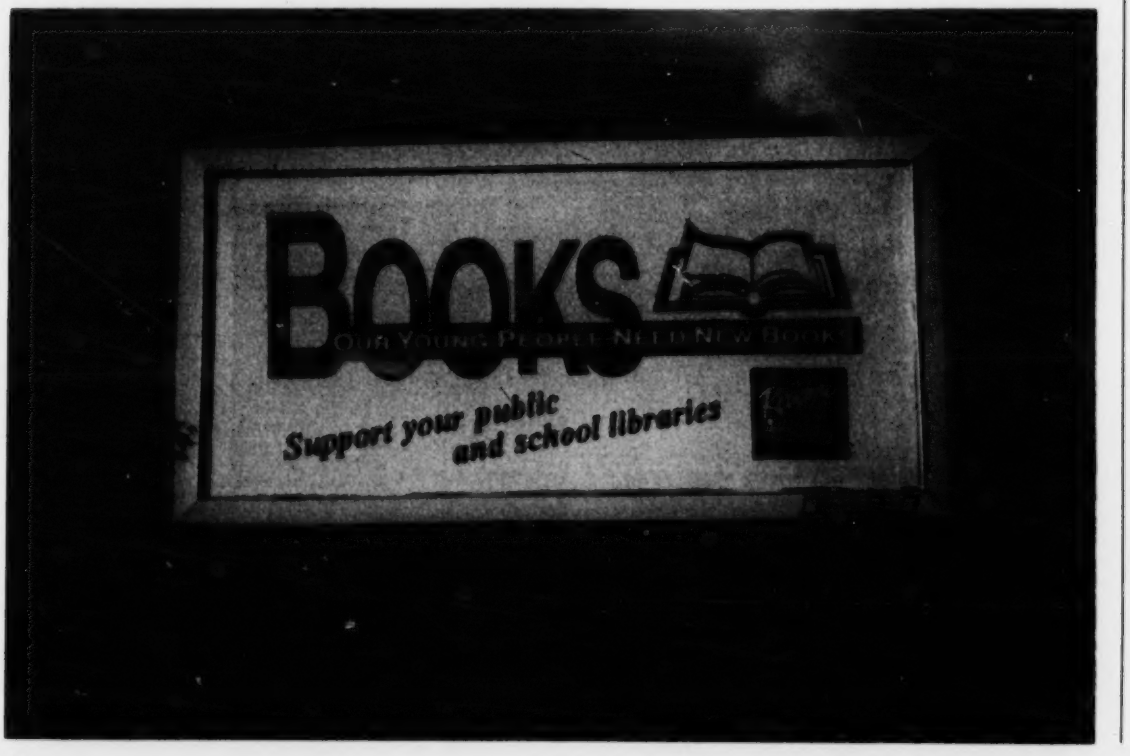

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Appendixes

Appendix A

School_____

Library Books Inventory

Copyright	Number of Books (tally)	Total
Before 1941		
1941-45		
1946-50		
1951-55		
1956-60		
1961-65		
1966		
1967		
1968		
1969		
1970		
1971		
1972		
1973		
1974		

17

Copyright	Number of Books (tally)	Total
1975		
1976		
1977		
1978		
1979		
1980		
1981		
1982		
1983		
1984		
1985		
1986		
1987		
1988		
1989		
1990		
1991		
1992		
1993		
1994		
1995		

Appendix B

Library Inventory by Copyright Date

	No Date	Before 1941	1941-1950	1951-1960	1961-1970	1971-1980	1981-1990	1991-1994	Total Books	No. Books Per Child	Enrollment
High School **Total**	F-83 N-99 **(182)**	F-160 N-292 **(452)**	F-223 N-282 **(505)**	F-428 N-961 **(1,389)**	F-717 N-2,394 **(3,111)**	F-400 N-2,016 **(2,416)**	F-374 N-1,247 **(1,621)**	F-37 N-245 **(282)**	F-2,422 N-7,536 **(9,958)**	15.96	624
Middle School **Total**		F-68 N-26 **(94)**	F-95 N-101 **(196)**	F-173 N-296 **(469)**	F-457 N-765 **(1,222)**	F-735 N-1,599 **(2,334)**	F-703 N-947 **(1,650)**	F-238 N-256 **(494)**	F-2,469 N-3,990 **(6,459)**	14.04	460
Pipe Creek Elementary **Total**		F-66 N-10 **(76)**	F-103 N-18 **(121)**	F-322 N-97 **(419)**	F-823 N-360 **(1,183)**	F-825 N-576 **(1,401)**	F-451 N-644 **(1,095)**	F-47 N-88 **(135)**	F-2,637 N-1,793 **(4,430)**	8.79	504
Maconaquah Elementary **Total**		F-123 N-22 **(145)**	F-179 N-63 **(242)**	F-502 N-293 **(795)**	F-1,038 N-561 **(1,599)**	F-808 N-748 **(1,556)**	F-809 N-478 **(1,287)**	F-127 N-67 **(194)**	F-3,586 N-2,232 **(5,818)**	12.96	449
Totals	F-83 N-99 **(182)**	F-417 N-350 **(767)**	F-600 N-464 **(1,064)**	F-1,425 N-1,647 **(3,072)**	F-3,035 N-4,080 **(7,115)**	F-2,768 N-4,939 **(7,707)**	F-2,337 N-3,316 **(5,653)**	F-449 N-656 **(1,105)**	F-11,114 N-15,551 **(26,665)**	13.09	2,037
Percent of Collection	.7	2.9	4.0	11.6	26.9	29.1	21.4	4.1	100		

F = Fiction N = Nonfiction

19

Appendix C

MACONAQUAH SCHOOL CORPORATION
LIBRARY ENDOWMENT PLAN

A. Review the corporation selection policy in conjunction with the total policy handbook update.

B. Write letters to known jobbers and invite bids.

C. Weed books not current—exceptions should be noted.

D. Inventory collections after weeding to determine types remaining—fiction, types of nonfiction, reference, etc.

E. Obtain library book selection manuals as a reference tool for selecting titles.

F. Form a selection committee for each school consisting of:
   1. Librarian (chairperson).
   2. Building principal.
   3. School board member.
   4. Six teachers.
   5. Six parents.
   6. Six students.

G. Have the selection committee consider:
   1. Popular books selected by students.
   2. Collection development needs after weeding.
   3. Inclusion of special programs such as:
      a. Young Hoosier Book Award.
      b. Newbery and Caldecott Award books.
   4. Preschool collection for each elementary school.
   5. Books, magazines, and reference materials to support the revised curriculum.
   6. Literary classics from all periods.
   7. Emphasis on 1990 and above copyrights (priority on 1993-96).

H. Provide staff development on book selection and motivating students to read.

I. Relate to the staff and the advisory group that the purpose of the Library Endowment Plan is to upgrade our libraries in order to:
   1. Encourage voluntary reading so that good reading habits are developed and students enjoy reading.
   2. Enhance achievement, resulting in higher test scores, through improved reading comprehension, vocabulary, spelling, grammar, and writing ability.
   3. Support the revised curriculum.
   4. Increase community involvement.
   5. Fulfill the school board goal: "Recognizing that reading is the most fundamental skill needed, establish effective libraries that will promote reading among students and the community at large."

J. Establish a two-year timeline.
   1. August
      a. Present plan to school board.
      b. Send letters to jobbers.
      c. Establish baseline circulation rates for each building.
      d. Complete weeding and baseline inventories.
      e. Advertise for bids.
   2. September
      a. Select building book-selection committees.
      b. Award bid.
      c. Begin selection process.
         (1) Books and reference materials should be hardbacks.
         (2) Magazine subscriptions should be ordered for one year.
         (3) Turtleback/Perma-Bound-type books should be ordered only for sets of classroom novels.
         (4) Teachers should select books for their classrooms considering that:
            (a) Books should be rotated among grade-level rooms, where applicable, at least one time each semester.
            (b) Middle school and high school subject-area books should be rotated, where applicable, at least one time each semester.
            (c) Classroom library books should be rotated through the building library as deemed necessary by the classroom teacher and building librarian.
         (5) Preschool books should be selected by preschool and kindergarten teachers and librarians with committee input.
      d. Begin design work on bookcases for all schools through the high

school technology classes. They will design and construct (some or all) bookcases as a special project.

3. September-October
   a. Select books.
   b. Order books (lst phase).
4. February-March
   a. Select books.
   b. Order books (2nd phase).
5. Preview books as they arrive.
   a. Consider items G and J, section 2c.
   b. All students and teachers should have an opportunity to voice their opinions about the books. Classes can be rotated into the library where books are displayed. Voting sheets can be given to staff and students on which they can check titles listed, or paper slips can be used to write titles of books chosen for initial classroom use.
   c. Information can be gathered, tabulated, and used by each classroom teacher and the selection committee.
6. As books arrive and as the review process indicates:
   a. Pull undesirable books from the collection as determined by majority vote of the building committee.
   b. Process all books through the school building library database in approximate numbers as follows:

Maconaquah Elementary					
470	Building library				
75	Each classroom	x	17 rooms	=	1,275
			TOTAL		1,745
Pipe Creek Elementary					
525	Building library				
75	Each classroom	x	22 rooms	=	1,650
			TOTAL		2,175
Middle School					
480	Building library				
75	Each classroom	x	29 rooms	=	2,175
			TOTAL		2,655
High School					
640	Building library				
75	Each classroom	x	40 rooms	=	3,000
			TOTAL		3,640
Approximate 1995-96			TOTAL		10,215

7. Shelve building library and classroom selections.
   NOTE: All books should be ordered "shelf-ready processed" with mylar on books with dust jackets, bar codes (SMART-site location and the title included), and MicroLIF data disks (catalog cards, book pocket, spine label, borrower's card).
8. Repeat the process in year two.

K. Establish a preschool collection in each elementary school and provide training sessions for parents on how to read aloud to young children and why it is important.

L. Open the elementary and high school libraries to school-district patrons during the school day and after hours at selected times.

M. Establish program evaluation criteria to include:
   1. Monthly circulation data.
   2. The selection of student classroom librarians so that classroom circulation rates can be maintained.
   3. Results of surveys to parents, students, and staff.
   4. Information on teacher, grade-level, department, and school projects and activities.

N. Market the program with:
   1. Ongoing posters to promote reading.
   2. Display cases.
   3. Attractive libraries.
   4. Librarian and author booktalks.
   5. AIME conference presentations by librarians.
   6. Presentations by superintendent to local, state, and national meetings/conferences, as requested.
   7. Visitation package and package that can be mailed upon request.
   8. Press coverage.

O. Other suggestions:
   1. Obtain computer software and books for the Accelerated Reader Program for grades 6-9 and the Electronic Bookshelf for grades 1-5.
   2. Start a Books for Babies Program in the community, whereby all new babies are given their first book compliments of the Maconaquah School Corporation.
   3. Implement a Kindergarten Parent/Child Read-To-Me Program.

4. Give each kindergarten child a new book at kindergarten registration/ screening.
5. Develop a professional library for staff that would include books on how parents can help in the educational process.
6. Start a Teachers Under Cover Program (this could include community members as well) to encourage more adult reading and role modeling.
7. Establish a Students' Own Bookshop in the middle school.
8. Encourage community participation by initiating a Library Endowment Program.
   a. Provide labels to be placed on the inside front cover of donated books.
   b. $16 per book could be donated in honor of birthdays, anniversaries, and other special occasions; in memory of; etc.
9. Begin a 10-minute-per-day sustained silent reading time in each school when all students and teachers read—no homework, grading papers, etc., would be permitted.

Appendix D

Maconaquah School Corporation
Library Media Center Monthly Report

School _____ **Enrollment** _____

Circle One:

Aug. Sept. Oct. Nov. Dec. Jan. Feb. Mar. Apr. May

Circulation

Books (library)	_____	Video Tapes	_____
Books (classrooms)	_____	Films	_____
Professional Materials	_____	Filmstrip Sets	_____
Magazines	_____	Tapes/Cassettes	_____
Microfiche	_____	Laser Disks	_____
VF Materials	_____	Slide Sets	_____
		Other	_____

Activities and Services

Booktalks or Reviews	_____	Planning Sessions Attended	_____
Collections Sent to Teachers	_____	Instructions to Groups of Classes	_____

Classes Using Library

Elementary	_____	Reading/Language Arts	_____
Business	_____	Science	_____
Fine Arts	_____	Social Studies	_____
Foreign Language	_____	Vocational	_____
Mathematics	_____	Special Education	_____
PE and Health	_____	Other	_____
		Total Number of Classes	_____

Materials Added

Books _____ Other _____

Special Programs, Services, Meetings, or Promotions _____

_____

_____

MIDDLE GRADES READING NETWORK
University of Evansville
1800 Lincoln Avenue
Evansville, Indiana 47722

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